

## Kindergarten Frameworks for the Georgia Standards of Excellence in Social Studies

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the Kindergarten Social Studies Course.

<b>Kindergarten - Unit Four - Celebrating Our Differences</b>	
<b>Elaborated Unit Focus</b>	This particular unit encompasses several national holidays that Kindergarten classrooms usually celebrate and study extensively. Since individual classrooms and schools will have unique traditions, the activities in this unit focus on historical background and student sharing rather than on suggested classroom celebrations. In addition to the activities recognizing similarities and differences among the holidays and among students’ personal celebrations, there is also a focus on gratitude, and teachers can certainly weave the two together. The economics standards within this unit can be incorporated within some discussion of the holidays, but a few stand-alone activities appear within the unit for teachers who would like to teach them that way.
<b>Connection to Connecting Theme/Enduring Understandings</b>	In this unit, students will use the theme of <b>culture</b> to learn more about several national holidays (Veterans Day, Thanksgiving Day, Christmas, and New Year’s Day), while also sharing about holidays and celebrations within their own families and communities. The theme of <b>individuals, groups, institutions</b> lets them explore their role as community members, and encourages them to think about and thank those who have helped them in some way. This theme connects with the theme of <b>scarcity</b> as students explore basic economic ideas while also considering the interconnectedness of their families and communities. Put together, these themes give students an introduction to the idea that there is strength in our diversity as Americans.
<b>GSE for Social Studies (standards and elements)</b>	<p><b>SSKH1</b> - Identify the national holidays and describe the people and/or events celebrated.</p> <ul style="list-style-type: none"> <li>a. Christmas</li> <li>g. New Year’s Day</li> <li>i. Thanksgiving Day</li> <li>j. Veterans Day</li> </ul> <p><b>SSKH2</b> - Identify the following American symbols:</p> <ul style="list-style-type: none"> <li>e. The Statue of Liberty</li> </ul> <p><b>SSKG1</b> - Describe the diversity of American culture by explaining the customs and celebrations of various families and communities.</p> <p><b>SSKE2</b> - Explain that people earn income by working.</p> <p><b>SSKE3</b> - Explain how money is used to purchase goods and services.</p> <ul style="list-style-type: none"> <li>a. Distinguish goods from services.</li> <li>b. Identify that U.S. coins and dollar bills (paper money) are used as currency.</li> </ul> <p><b>SSKE4</b> - Explain that people must make choices because they cannot have everything they want.</p>

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<b>Connection to Literacy Standards for Social Studies (reading and/or writing)</b>	n/a
<b>Connection to Social Studies Matrices (information processing and/or map and globe skills)</b>	<b>Information Processing Skills:</b> 1. compare similarities and differences



<b>Essential Questions and Related Supporting/Guiding Questions</b>	
<b>Culture</b>	<ol style="list-style-type: none"><li>1. Why are holidays important to us?<ol style="list-style-type: none"><li>a. What holidays does your family celebrate?</li><li>b. What holidays does our country recognize?</li><li>c. How do we celebrate together as a class?</li></ol></li></ol> <p>(Note that teachers could use this question as a stem to focus on each national holiday individually, if desired.)</p>
<b>Individuals, Groups, Institutions</b>	<ol style="list-style-type: none"><li>1. Why do we recognize and thank people who help us?<ol style="list-style-type: none"><li>a. How can we show gratitude to people who help us at school?</li><li>b. How can we show gratitude to people who help our community?</li><li>c. How can we show gratitude to people who help our country?</li></ol></li></ol>
<b>Scarcity</b>	<ol style="list-style-type: none"><li>1. Why do we make choices?<ol style="list-style-type: none"><li>a. When are some times that we make choices within our classroom?</li><li>b. How do our choices affect other people?</li><li>c. What happens when everyone does not agree on a choice?</li></ol></li></ol>

## Sample Instructional Activities/Assessments

### Veterans Day

1. Many adults confuse the origin and modern meaning of Veterans Day and Memorial Day. In short, Veterans Day honors all who have served in the armed forces, while Memorial Day honors those who died during military service. Thus, living veterans are honored on Veterans Day, and it is the appropriate time for activities recognizing their service. In addition, teachers can share with students that Veterans Day began as Armistice Day, as it is still remembered in Europe. Fighting during World War I ended at 11:00 on November 11, 1918, with an armistice that many thought would signal an end to war. Of course, we know today that this was not to be the case, but it is an important element of the holiday's origins. By recognizing Veterans Day, we both honor those who have served and acknowledge the terrible cost of war. For more information on Veterans Day, visit:  
<https://www.va.gov/opa/vetsday/vetdayhistory.asp>.
2. For some communities in Georgia, nearby military facilities will allow for many different ways to acknowledge the service of veterans. For schools with less immediate connection, teachers and administrators may wish to reach out to local veterans' groups or individual veterans to find meaningful ways to have students show gratitude and appreciation. Be mindful that some veterans will be reluctant to discuss their service, and it is always best to ask permission in advance before having students ask questions or otherwise broach potentially difficult topics.
3. Some Kindergarteners will have little knowledge of what war is, or what members of the military do. Teachers will need to use professional discretion in handling these conversations, and carefully gauge what students are ready to learn. At a basic level, students can learn that servicemen and servicewomen work in jobs that ask them to risk their own safety to help protect our country. For this work, we show appreciation on Veterans Day.
4. Ask students to share ways that Veterans Day is celebrated in your school's community. If they are unaware of any acknowledgement of the holiday (which is very likely), share what you know. Even a simple conversation will heighten students' awareness of veterans' contributions, and this can lead to an ongoing discussion of appreciating the work that others do within a community.
5. The Library of Congress has curated several sets of primary sources related to Veterans Day here:  
<https://blogs.loc.gov/teachers/2013/10/blog-round-up-primary-source-highlights-for-veterans-day/>. While most of these are over the heads of Kindergarteners, teachers may find it useful to select one or two to use to explain the experiences of veterans. In particular, this site gives a simple overview of the holiday, and shows a primary source image for each basic idea discussed. If time is limited, this is a good way to give students an introduction to Veterans Day:  
[http://www.americaslibrary.gov/jb/modern/jb\\_modern\\_veteran\\_1.html](http://www.americaslibrary.gov/jb/modern/jb_modern_veteran_1.html).

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<p>6. The Atlanta History Center has collected numerous oral history interviews with veterans. Most of them are quite long, and some contain descriptions of violence and use potentially offensive language. However, they can be useful background for teachers wanting to learn more, and teachers may choose to preview and share short sections with students:  <a href="http://album.atlantahistorycenter.com/cdm/landingpage/collection/VHPohr">http://album.atlantahistorycenter.com/cdm/landingpage/collection/VHPohr</a>.</p> <p>7. Teachers may find the following images helpful in explaining Veterans Day to students. As always, only use images appropriate for your students and your community.</p> <p>*Armistice Day, 1918, in Philadelphia: <a href="https://www.flickr.com/photos/library-company-of-philadelphia/12795375585/">https://www.flickr.com/photos/library-company-of-philadelphia/12795375585/</a>.</p> <p>*Armistice Day parade, 1942, in Lancaster, Pennsylvania: <a href="https://www.loc.gov/item/owi2001013566/PP/">https://www.loc.gov/item/owi2001013566/PP/</a>.</p> <p>*Veterans Day parade, 2015, in Savannah:  <a href="http://savannahnow.com/sites/default/files/styles/slideshow_640x360/public/217163456_0.jpg?itok=Khr73nRU">http://savannahnow.com/sites/default/files/styles/slideshow_640x360/public/217163456_0.jpg?itok=Khr73nRU</a>.</p>	
<b>GSE Standards and Elements</b>	SSKH1j; SSKG1
<b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b>	<b>EUs:</b> Culture; Individuals, Groups, Institutions

### Exploring the First Thanksgiving

1. The Plimoth Plantation historic site in Plymouth, Massachusetts, hosts an excellent interactive activity on its website. Entitled *You Are the Historian: Investigating the First Thanksgiving*, the site allows visitors to learn about life amongst the Wampanoag people who lived in the Plymouth area, as well as the English colonists who built the settlement at Plymouth. Find the site here: <http://www.plimoth.org/sites/default/files/media/olc/navigation.html>. While best displayed on a whiteboard due to its interactive content, any sort of projection will work. There is an option to download the investigation for schools with slower Internet connections. Downloading is also recommended during the time period leading up to Thanksgiving itself, due to high demand.
2. The investigation revolves around two children - one Wampanoag and one English - whose ancestors participated in the 1621 harvest celebration. Information on the site shifts in perspective between the two groups, and experts share brief descriptions of how historians sift through records and oral history to try to determine what happened in the past.
3. Because the site is built for students of all ages, teachers will want to take the time to preview each section carefully, and determine how best to use it with their classes. Most classes will probably not be ready to use the site in its entirety, and it is best explored in several different sessions. There is a fair amount of written content, but most of it has an audio component that allows students to hear the voices of interpreters reading the text. Sometimes, the readers are descendants of the people living at or near Plymouth in 1621.
4. Of particular interest are the sections addressing everyday life of the Wampanoag and Plymouth colonists, as well as the description of the 1621 feast from the only existing written source. This can serve as an excellent introduction to the idea of a primary source. While the written account describes one person's memory of the event, is it completely accurate? Whose point of view is not considered? Questions within the site guide students to think through the stories left untold, and the ways that historians might try to uncover additional information.
5. As you are using the site, pause frequently for students to talk about they have learned. Create a chart to share what they learned and allow students time to draw a quick illustration of what they have learned in their notebooks. Have students label or write about their illustration as appropriate.
6. The final component of the investigation is to create a label for a picture/photograph related to Thanksgiving, or to select several images and create a mini-exhibit. This is a great way for a class to work together to tie up loose ends regarding their study of the holiday, and the project(s) can be printed and displayed.

#### Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to complete the activity on their own, it would be best to let them work independently.*

- Consider allowing students to rehearse what they are going to draw or write before they get started.
- Consider having a whole group discussion allowing students time to share what they are going to draw or write in their journals.
- Talk about the images. Are they goods or services? How do we know? Sort the images as a class or a small group.

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<b>GSE Standards and Elements</b>	SSKH1i; SSKG1
<b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b>	<b>Information Processing Skills:</b> 1. compare similarities and differences  <b>EUs:</b> Culture; Time, Change, and Continuity

### Ways We Celebrate

1. Review with students that what we like to call the first Thanksgiving was, in fact, a harvest festival giving thanks for a fruitful harvest after a long and deadly winter. This was different than what the Plymouth colonists would have known as a day of thanksgiving, as those days were spent in a lengthy church service - and often involved fasting!
2. Have the students look at the Norman Rockwell painting *Freedom From Want*. Have students talk about what they see, think, and wonder about the image. Chart their responses. Ask students how this painting is like or different from the way their family might celebrate Thanksgiving or show gratitude. Have students share how their families celebrate Thanksgiving. Take the opportunity to discuss how there are many different ways to celebrate the same basic idea. Are there ways that their families show gratitude? Do their celebrations stay the same every year, or do they change? Kindergarteners obviously will not have long memories for decades worth of traditions, but they may well think of traditions in terms of things they “always” do.
3. For another perspective, share the book *We are Grateful: Otsaliheliga* by Traci Sorell. How do the people in this book show gratitude? What is the same and different from the painting we analyzed earlier?
4. Ask students to draw/write a depiction of their family’s Thanksgiving celebrations. Have students consider ways that they celebrate: what do they eat? what activities are part of their day? where do they celebrate? who comes to the celebration? (Note: if you have students who do not celebrate Thanksgiving for religious or other reasons, or students who are new to America and do not participate in this holiday, ask them to draw a picture of a celebration that occurs within their families.) It may be helpful to have the class generate a list of words that they want to use in their work. Students can use this list to label one or two parts of their pictures, if appropriate.
5. Partner or group students so that they can share their pictures with each other. If there are students learning English, or those who are having trouble depicting a family celebration, it may help for the teacher/paraprofessional to work with them specifically to ask questions and try to draw out a bit of information. Allow students to have a conversation about their pictures and ask them to work together to identify similarities and differences between/among celebrations.
6. After giving students enough time to share fully, have the class come back together and create a class list of “Ways We Celebrate.” Help students see that this diversity of celebrations is like the variety of customs and celebrations found in America as a whole.
7. As an extension, incorporate children’s literature that discusses different sorts of celebrations, and different ways to celebrate Thanksgiving. A link to helpful suggestions can be found in the Kindergarten Teacher Notes.

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<p><b>GSE Standards and Elements</b></p>	<p>SSKH1i; SSKG1</p>
<p><b>Literacy Standards</b> <b>Social Studies Matrices</b> <b>Enduring Understanding(s)</b></p>	<p><b>Information Processing Skills:</b></p> <p style="padding-left: 20px;">1. compare similarities and differences</p> <p><b>EU:</b> Culture</p>



Norman Rockwell, Freedom From Want, Norman Rockwell Museum, Stockbridge, 1943

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### We Give Thanks

1. Help students begin to recognize that showing thanks is important, and that gratitude is a virtue worth developing. Explain that most of us are familiar with **how** we celebrate holidays like Thanksgiving, but that **why** we celebrate them also matters. In this case, Thanksgiving is a time for showing gratitude and appreciation. (Teachers might find it interesting to read about the origins of the modern Thanksgiving national holiday here: <https://opinionator.blogs.nytimes.com/2013/11/28/the-birth-of-thanksgiving/>.)
2. As a class, discuss instances when it is appropriate to say “thank you.” Some will be mundane: when a classmate holds the door; when you are served a meal in the cafeteria; or when the media specialist hands you the book you have checked out. Others might be more significant: when a classmate helps you walk back into the building after getting hurt at recess or PE; when your classmates make cards encouraging you during an illness; or when a community member has taken the time to visit your class.
3. If possible, have students share occasions when someone has said “thank you” to them, and it made them feel appreciated. Teachers will probably need to model sharing about this, and some Kindergarteners will be likely to simply repeat a previously told story, but having students think about how it feels to be thanked is the goal.
4. Have students divide their notebook page in half. One side draw and label/write about a time they were thankful. On the other side, have students draw and label/write about a time someone said thank you to them.
5. As a class, make a commitment to give genuine thanks to others. With some practice, classmates can encourage each other to remember to do this, without the constant adult nudging of, “what do you need to say?”
6. After a week or so of intentional work on this, ask students to share situations where they remembered to say “thank you,” or times when someone thanked them. Discuss how it made them feel, both to show gratitude and to be thanked. (Note: Teachers will want to keep an eye on shy children or those who are sometimes left out by classmates. If they are always giving thanks but never receiving any, it will be important for the teachers to thank that child, and to encourage a kind classmate or two to do the same.)

**Ideas for Differentiation:**

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- Consider allowing students to rehearse what they are going to draw or write before they get started.
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<b>GSE Standards and Elements</b>	SSKH1i; SSKG1
<b>Literacy Standards</b> <b>Social Studies Matrices</b> <b>Enduring Understanding(s)</b>	<b>EUs:</b> Culture; Individuals, Groups, Institutions

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### My Favorite Job

1. Provide students with old magazines/catalogs, scissors, and glue, as well as blank paper and coloring supplies.
2. Ask them to think about their favorite job and discuss these as a class. Chart their responses. Encourage them to be creative and think about the jobs that they personally find interesting, in an attempt to avoid everyone wanting to be a professional athlete, if possible.
3. Have students zero in on their very favorite job and write that title on the top of their papers. (Depending on your class, they can do this with invented spelling, or an adult can write it for them.)
4. Students will draw themselves doing their job in the center of their paper. Then, they can cut images from magazines that represent the job, and glue those around their drawings to create collages. If accessing images is a concern, modify the activity by having students draw and label pictures that represent the job.
5. Encourage students to focus on what the actual job is, rather than on what they would buy with the income that they earn. Generally speaking, students will not have a problem with this, but if one or two students start “shopping,” it can derail the activity.
6. Once everyone’s collage is completed, have students share them with the class, and tell one reason why they selected the job that they portrayed.
7. Discuss how most people work to earn an income, and that this income lets them buy what they want and what they need. As always, be sensitive to students’ individual situations.

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- Consider allowing students to talk through their job choice and images they may draw or look for to represent the job.
- Consider asking prompting questions as needed. What kind of clothes would they wear? What kind of tools do they need? What kind of things do they do?
- Consider having a whole group discussion allowing students time to share the job they are going to draw or write in their journals.

<b>GSE Standards and Elements</b>	SSKE1; SSKE2
<b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b>	EU: Scarcity

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### A Classroom Celebration (making choices)

1. Many schools choose to have a celebration of sorts on the last day of school before the winter break. This activity is designed to help students have a hand in planning that celebration. (If your school does not participate in these celebrations, the activity could also be used to recognize a milestone in students' work, as a behavior incentive, or another appropriate event in the life of your classroom.)
2. By this point in the year, it is likely that teachers have introduced choice-making to their students. If not, this is a good time to discuss the basic concept of how choices must be made in many situations, and that there are consequences that stem from the selected choice. For additional support in this conversation and additional lesson suggestions on choices and decision making, visit: <http://www.econedlink.org/lessons/1?concepts=17&grades=1>.
3. Obviously, funding for this celebration will be a concern. Depending on students' readiness, teachers may want to introduce this as a component of planning, or simply remind students that the teacher will be deciding what does or does not fit in the classroom budget. Note: if asking parents to contribute specific items for the celebration is not possible in your situation, guide students in selecting items that you/your school are comfortable providing, or that are reasonable requests from community partners.
4. Identify three or four components of the class celebration that students can help plan (food, games, decorations, special guests, etc.). Make sure that these are areas where students can actually give input that can be considered. Write each component on a sheet of chart paper and hang these around the room. Taking one component at a time, give each student a sticky note, and ask him/her to write or draw their suggestions for that portion of the celebrations, and then hang it on the correct piece of chart paper. This may take several days. As students work, discuss how they can make unrealistic suggestions, but that, as the teacher, you will be limiting students' choices based on practicality.
5. Once all areas have suggestions, take one piece of chart paper and talk through students' suggestions. Group the sticky notes by similarities - do several students want pizza? Are there several different types of fruit suggested? Perhaps half the class wants to play a specific game, while a couple of students want to have an extra recess. Go through each component of the celebration and start to guide students into making choices based on what is best for the class.
6. This is a situation where simply voting and letting the majority rule is not ideal, as students do not learn as much about the consequences of their choices. For example, if students pick an activity that takes up the entire time of the celebration, they may have less time to eat and chat with their friends. If they select a shorter outside activity, they might still have time to return to the classroom and make a craft while they snack. The exact scenarios will depend on the style of celebration allowed within your school, and also on what will best meet the needs of your students. As always, when giving students choices, do not give them choices you do not want them to select!
7. Once all choices have been made, ask students to help compose a class letter to the adults involved: parents, other classes, the principal, etc. Students should share the choices they have made, and politely ask for help in the appropriate areas. The teacher could take a photo of the letter on chart paper and email it, or type it and distribute it as needed.
8. As a follow up to the previous activity, help students remember people who should be thanked for their help during the celebration, and students can write thank you notes, either as a class or individuals, to those people. If necessary, this can be done following winter break, and is a great reminder of the gratitude lessons students learned during this unit.

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<b>GSE Standards and Elements</b>	SSKG1; SSKE4
<b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b>	<b>EUs:</b> Culture; Scarcity

### Goods and Services in Our Celebration

1. This activity is designed to go along with the celebration planning activity above but could also be used separately following a school-wide event/celebration, or used in conjunction with a celebration depicted in a children's book. Helpful teacher background regarding goods and services can be found here: <http://www.kidseconposters.com/posters/the-basics/goods-services/?query=category.eq.The%20Basics&back=posters>.
2. Ask students to list different components of the selected celebration. Encourage them to think deeply about what was needed - rather than just saying food, what types of food did students eat? Where were they purchased? How did those goods get to the store? How did they get from the store to the classroom? Break these discussions down so that students begin to understand the number of people involved in providing the goods and services they use daily. For example, cookies made in a store bakery require ingredients like sugar, butter, flour, and salt - where did those come from? How did they get to the bakery? Once they arrived, how were they made into cookies? How did someone purchase them? What store employees assisted the buyer? How did the cookies travel to the school? What jobs were involved in making that happen?
3. Then, ask each student to identify a good and a service that was part of the celebration. Try to avoid repeated answers as much as possible. If time is limited, write (or assist students in writing) each answer on one side of an index card, and then have them illustrate the good and service on the card's reverse. Create a banner, by folding masking tape along one end of the cards, for goods, and another for services, and display in the classroom.
4. If more time is available, students can create small exhibits about goods and services that were part of their celebration. They could use playdough to model goods, and create short skits demonstrating services that the teacher could video and then project. Or, students could create simple flowcharts showing the interconnection of goods and services: farmer produces flour → flour travels on a truck driven by a professional → flour arrives at the bakery, where a baker uses it to make cookies → customer purchases cookies from a cashier → customer rides on a city bus driven by a bus driver → student carries the cookies to a teacher → the class eats the cookies. An illustration of just two or three of these steps helps students begin to demonstrate the distinction between goods and services.

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- Consider asking prompting questions or using transition words to guide discussion only as needed.
- Consider modeling steps 3 and 4 as a class. Choose one of the items from the celebration and model your thinking as you create the good/service cards and as you create the flowchart.

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<b>GSE Standards and Elements</b>	SSKG1; SSKE1; SSKE3a
<b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b>	<b>EU:</b> Individuals, Groups, Institutions; Scarcity

### Statue of Liberty

**\*\*This lesson has a flexible timeline and will cross over several days.**

1. Use see/think/wonder to analyze an image(s) to introduce the Statue of Liberty. Notes: if students have never analyzed an image using see/think/wonder you will need to analyze the first image together. Provide students with an image to analyze (see) below. Images can be shared by table groups, partners, or the whole group. If groups are studying different images, make time to come back together and share each image along with the reflections each group made.
2. Have the students study the image. What do they see/notice? Allow students time to share what they see with their group/partnership/class.
3. Have the students study the image. What do they think/know/think they know? Allow students time to share what they think with their group/partnership/class.
4. Have the students study the image. What do they wonder? Allow students time to share what they wonder with their group/partnership/class. Chart a list of the students' questions. Look for answers to their questions as you continue to learn about the Statue of Liberty.
5. Provide students with an image of the Statue of Liberty to write around or label. Have students share what they wrote/labeled with their group/partnership/class.

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- Consider asking prompting questions only as needed as students analyze the images.
- Consider modeling step 5 as a class with one of the images below.

<b>GSE Standards and Elements</b>	SSKH1e
<b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b>	EU: Culture

	<h2>Postcard 1995</h2> <p><a href="https://artsandculture.google.com/asset/postcard-statue-of-liberty-city-merchandise/XAF-1VoPiO_n1g">https://artsandculture.google.com/asset/postcard-statue-of-liberty-city-merchandise/XAF-1VoPiO_n1g</a></p>
	<h2>July 2005 sightseers peering from the windows</h2> <p><a href="https://artsandculture.google.com/story/hgWBLOYeOkTxmQ">https://artsandculture.google.com/story/hgWBLOYeOkTxmQ</a></p>
	<h2>1920 Postcard</h2> <p><a href="https://artsandculture.google.com/asset/postcard-statue-of-liberty-hugh-c-leighton-co/FQFI_MzYsTnX5g">https://artsandculture.google.com/asset/postcard-statue-of-liberty-hugh-c-leighton-co/FQFI_MzYsTnX5g</a></p>
	<h2>Statue of Liberty and Manhattan</h2> <p><a href="https://artsandculture.google.com/story/hgWBLOYeOkTxmQ">https://artsandculture.google.com/story/hgWBLOYeOkTxmQ</a></p>
	<h2>Edward Moran's painting of the unveiling of the Statue of Liberty 1886</h2> <p><a href="https://joyofmuseums.com/museums/united-states-of-america/new-york-museums/museum-of-the-city-of-new-york/unveiling-the-statue-of-liberty-by-edward-moran/">https://joyofmuseums.com/museums/united-states-of-america/new-york-museums/museum-of-the-city-of-new-york/unveiling-the-statue-of-liberty-by-edward-moran/</a></p>



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*Edward Moran's painting of the unveiling of the Statue of Liberty*

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## Statue of Liberty

1. Using books from your classroom library or school media center, give students a basic overview of the history of the Statue of Liberty. Additional information and suggestions are found in the Kindergarten teacher notes, and this site has a good introduction, as well: <https://www.libertyellisfoundation.org/statue-history>. Make sure to show students where the Statue of Liberty is located. Compare it to where they live.
2. Share with students that immigrants who arrived in America in New York City saw the Statue of Liberty after weeks at sea. Talk to the students about the statue's placement. Why do you think they chose that spot to locate the Statue of Liberty? Share that the statue came to symbolize their arrival in a place where they hoped to begin new lives. In addition, the following images convey the sense of optimism and hope felt by many immigrants upon seeing the Statue of Liberty. Ask students to note what they see in the image, and then imagine themselves in the position of the people depicted. How might they have felt. (Note that students who are recent immigrants, particularly those from difficult situations, may feel differently. Make sure you are not asking students to relive a traumatic experience.)  
\*Newspaper illustration from 1887: <https://www.nps.gov/stli/learn/historyculture/the-immigrants-statue.htm>.  
\*Young immigrants in the 1920: <http://www.newyorkologist.org/2015/06/young-immigrants-arriving-in-america.html>.  
{\*Note that not all immigrants were European - would these women have had a different reaction to the Statue of Liberty, arriving in the decades immediately following emancipation? <http://www.tenement.org/blog/wp-content/uploads/african-immigrants-ellis-island-c.1900.gif>}
3. Ask students to share what they think the Statue of Liberty's message to immigrants might have been. Students can color this image of the Statue, and write their message (with assistance as needed) on the page: <http://www.timvandevall.com/printables/social-studies/statue-of-liberty-coloring-page/>.
4. As an extension, check out the live web video from different points on Liberty Island and the Statue of Liberty itself: <http://www.earthcam.com/usa/newyork/statueofliberty/>.

### Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to complete the activity on their own, it would be best to let them work independently.*

- Consider the vocabulary you are using: immigrants, statues, symbolize, optimism, message, etc. may need more explanation.

Kindergarten Frameworks for the Georgia Standards of Excellence in Social Studies

<b>GSE Standards and Elements</b>	SSKH1e
<b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b>	EU: Culture

## Kindergarten Frameworks for the Georgia Standards of Excellence in Social Studies

### Coins & Dollar Bills

1. Many Kindergarten classes count coins as part of calendar time or morning math work, so these are meant as quick suggestions to enhance that work while supporting the relevant economics standard (SSKE3).
2. Since many Kindergarten classes focus on coin counting rather than on counting paper money, make sure that students know that unlike coins, bills of all denominations are the same size. However, the amounts they are worth vary greatly. This seems obvious to adults, but is a distinction lost to some Kindergarteners. These images of the different bills may be helpful: <https://www.uscurrency.gov/seven-denominations>.
3. Ask students to share why they think that bills were developed. Why is carrying around a ten dollar bill easier than carrying around ten dollars in quarters? Have they ever made a purchase (or seen an adult make one) where change was given? Briefly share how making change works, if necessary, and demonstrate with real coins, if possible. Some students will not understand how a five dollar bill is worth more than five pennies. This is a situation where repeated small demonstrations are useful, and as students mature and gain facility with number sense, they will better grasp the concept.
4. Quickly share some scenarios for purchases, and ask students whether the purchaser is paying for a good or a service, and whether using coins or paper money would be easier. For example, if Janelle wants to buy a pencil for \$ .54, would she use coins or paper money? Why? Is she purchasing a good or a service? (Note that either answer could be correct!) If Miles’ grandmother wants to hire someone to mow her yard, and the cost is \$20, would she use coins or paper money? Why? Is she purchasing a good or a service? Again, repeat this exercise every so often, and note how students progress in their understanding of the concepts.
5. As a fun sponge activity, students can count coins using the songs found at this link: <http://www.kidseconposters.com/singalongs/ten-little-pennies/>. Again, make the connection as to why converting smaller denominations to larger ones makes sense, and why people usually prefer to carry paper money to large numbers of coins.

<b>GSE Standards and Elements</b>	SSKE3
<b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b>	EU: Scarcity

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## Kindergarten Frameworks for the Georgia Standards of Excellence in Social Studies

### New Year's Goals

1. Before beginning this activity, make sure that students understand that New Year's Day is the first day of January, and that it marks the transitions from one year to the next. Use a paper calendar, if possible, to show how this works.
2. Explain to the class that many adults like to make New Year's Resolutions, which means that they decide to make a habit of doing something new, or stopping a habit that they need to eliminate. Discuss why students think that New Year's Day seems like a good time to do this.
3. Ask students to think about goals that they would like to set for the coming year. These might be goals within the classroom or outside it - feel free to guide the conversation as appropriate. This is a great chance to model goal setting for students. Are there personal goals that you, as a teacher, can share? Are there goals you would like to set for your class? Think about setting goals for things like being considerate of others by demonstrating a certain behavior, or showing gratitude by writing at least one thank you note a week as a class, rather than numeric goals tied to test scores or grades. Students might set a goal of reading a new genre of book, or achieving a physical goal on the playground or at P.E.
4. Use the graphic organizer below to record these goals. If your class can complete these before winter break, then display them for students to see when they return. Another option is to complete this activity within the first few days of the second semester. While the actual holiday will have passed, the activity is still valuable.

**Ideas for Differentiation:**

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to complete the activity on their own, it would be best to let them work independently.*

- There are many songs about the months of the year. Consider singing these songs to demonstrate how the months repeat in a cycle.
- Consider setting a goal as a class and then model how to use the graphic organizer below.

<b>GSE Standards and Elements</b>	SSKH1g
<b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b>	<b>EU:</b> Individuals, Groups, Institutions

## New Year's Goal

<p>My goal for the New Year is:</p>	<p>This goal is important to me because:</p>	<p>Here I am achieving my goal:</p>
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## Culminating Unit Performance Task

### Class Celebration Book

1. As the year draws to a close, many Kindergarteners will be excited to share about upcoming holidays that their families celebrate. Schools and communities will choose to acknowledge these holidays in different ways, and teachers will want to read the Kindergarten teacher notes for additional advice on encouraging students to share what is important to them about these holidays.
2. The GSE for this unit include several national holidays (Veterans Day, Thanksgiving, Christmas, New Year's Day), and undoubtedly many students also celebrate or recognize some in their families. There will be other students, though, for whom these are unfamiliar, or are less significant than the holidays of their own family, culture, or religion. This activity allows students to share about a holiday that is significant to them, by recording information about that holiday and creating a class book.
3. To begin, ask students to think about the most important holiday that they celebrate with their families. For students living in foster care or in other situations away from their families, encourage them to think about a holiday that they enjoy. The goal here is to find a diversity of family celebrations, but it is likely that some students will select their own birthdays. Note that teachers will most likely want to divide the components listed below over several days, depending on scheduling and students' attention spans.
4. Using a blank calendar (<http://www.pdfcalendar.com/monthly/>), record the dates of each celebration. If necessary, model a bit of research by looking up the upcoming dates of the holidays. Share with students that the national holidays they have been studying are grouped in November, December, and January, but that important days occur throughout the year.
5. Have students complete the graphic organizer at the end of this document. It asks students to label the holiday, and share why and how they celebrate it. Students can draw their responses, and then work with a teacher to label their pictures, as appropriate. For the national holidays from the unit, students can share what they have learned in class, and then add details from their own experiences. Other holidays will require students to ask family members for information, and teachers may wish to do an additional bit of research alongside students to demonstrate how we go about learning new facts about familiar topics.
6. Compile students' organizers into a class book. Use each month's calendar page as a divider, and place relevant student work behind the calendar. For some classes, this will be the extent of the task; others may wish to present their celebrations in some way.
7. Possible presentations could include the ideas that follow. Evaluate the needs of the class, and make sure that the presentation selected is workable for the entire class, so that students from families with fewer resources do not feel left out.  
\*Share items from family celebrations with the class. Teachers will want to avoid "bring and brag" syndrome, and have students focus on one special component of the holiday. Students might bring an item of clothing, a decoration, or even a photograph or drawing of something they enjoy doing on that holiday. Students should share (orally) information from their organizer, and then

## Kindergarten Frameworks for the Georgia Standards of Excellence in Social Studies

describe how their item is important to their family’s celebration. One way to help students do this easily is to give each one a small paper bag (lunch sized) and tell them that their selected item should fit in the bag.

\*Create a small poster describing the holiday, how and why it is celebrated, and why it is important to the student. These could be completed at home, at school, or in both locations. Once again, the focus should be on the student’s understanding, rather than on creating the glitziest poster.

\*Food is an important part of many celebrations. Due to safety reasons, many schools are no longer able to allow students to share food with classmates. However, if this is a possibility at your school, and your students’ families are able to bring foods to share, this can be a great way to build community, celebrate the diversity of your classroom, and introduce students to cultures and customs other than their own. (Some schools are also able to ask for special menu items in their cafeterias, and that is another way that this element of celebrations could be shared.)

8. Once presentations are complete, ask students to identify similarities and differences regarding their classmates’ celebrations. Note students who do this easily, and those who are still working to make those identifications.

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to complete the activity on their own, it would be best to let them work independently.*

- Consider choosing a class favorite or a school celebration like the 50<sup>th</sup> day of school. Model the graphic organizer and presentation using that celebration.
- Consider the personalities of your students. Some students will be hesitant to share in front of the group. Here are a few suggestions: give them time to rehearse what they want to say, share with table groups instead of the whole class, be ready to ask prompting questions if needed, allow students to work in groups or partnerships.

<b>GSE Standards and Elements</b>	SSKH1a,g,i,j; SSKG1
<b>Literacy Standards</b> <b>Social Studies Matrices</b> <b>Enduring Understanding(s)</b>	<b>Information Processing Skills:</b> 1. compare similarities and differences  <b>EUs:</b> Culture; Individuals, Groups, Institutions

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My Favorite Holiday: \_\_\_\_\_

Why We Celebrate	How We Celebrate